I. **Catalog Description/Credit Hours:** Introduces the teacher candidate to theories of individual development, learning styles, and their relevance to the teaching process. (2)

II. **Prerequisite(s):** Successful completion of Block I and admission to Teacher Education Program; Secondary: EF304, SE305, SE307, SE308, and SE275 must be taken concurrently. -OR- Middle: EF304, SE301, SE302, SE305, SE306, SE307, and SE275 must be taken concurrently.

III. **Purposes or Objectives of the Course:** As a component of a performance-based, field-oriented program, this course has the purpose of providing the teacher candidate with a knowledge base in learning theory that can be generalized to teaching and classroom management in the integrated field experiences. At the completion of the course, the teacher candidate will have demonstrated the knowledge, skills and dispositions necessary to:

A. Discuss and apply various definitions of learning as they relate to classroom instruction.

B. Explain learning theories and the importance of research on instructional decision making.

C. Identify learner differences and the adaptations in methodology necessary to meet the needs of students.

D. Apply the principles of cognitive processing to increase student learning and retention.

E. Apply basic adolescent development principles, and demonstrate appropriate professional dispositions to a selection of instructional materials and objectives as they relate to the field experience, during the preparation, delivery, and evaluation of small units of instruction based upon assessment of students’ learning.

F. Define transfer and generalization, and identify teaching strategies that facilitate transfer of learning.

G. Apply reinforcement and motivational principles to promote student learning.
H. Apply principles of learning and behavior management to individual and group settings.

Alignment Matrix

<table>
<thead>
<tr>
<th>Objective</th>
<th>COE (Conceptual Framework) Standard Met</th>
<th>INTASC Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course the student will:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Discuss and apply various definitions of learning as they relate to classroom instruction.</td>
<td>1.1 2.4</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.9.1-3</td>
<td>Quizzes and exams</td>
</tr>
<tr>
<td>2</td>
<td>Explain learning theories and the importance of research on instructional decision making.</td>
<td>1.1 2.4</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.9.1-3 1.2.5.1-2</td>
<td>Quizzes and exams Writtten assignments</td>
</tr>
<tr>
<td>3</td>
<td>Identify learner differences and the adaptations in methodology necessary to meet the needs of students.</td>
<td>4.1 3.1 3.5</td>
<td>2.1</td>
<td>1.2.3.1-4 1.2.4.1-3 1.2.5.1-2 1.2.8.1-4 1.2.9.1-3</td>
<td>Case Study Written assignments</td>
</tr>
<tr>
<td>4</td>
<td>Apply the principles of cognitive processing to increase student learning and retention.</td>
<td>1.1 2.4</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.5.1-2 1.2.9.1-3</td>
<td>Case Study</td>
</tr>
<tr>
<td>5</td>
<td>Apply basic adolescent development principles, and demonstrate appropriate professional dispositions to a selection of instructional materials and objectives as they relate to the field experience, during the preparation, delivery, and evaluation of small units of instruction based upon assessment of students’ learning.</td>
<td>1.1 1.5 2.1 2.2 2.4</td>
<td>2.1 7.1</td>
<td>1.2.2.1-4 1.2.4.1-3 1.2.5.1-2 1.2.8.1-4 1.2.9.1-3</td>
<td>Case Study Written assignments</td>
</tr>
<tr>
<td>6</td>
<td>Define transfer and generalization, and identify teaching strategies that facilitate transfer of learning.</td>
<td>1.1 1.5 2.1</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.4.1-3 1.2.5.1-2</td>
<td>Quizzes and exams Case Study</td>
</tr>
<tr>
<td>7</td>
<td>Apply reinforcement and motivational principles to promote student learning.</td>
<td>1.1 1.2 1.5 2.1</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.4.1-3 1.2.5.1-2 1.2.6.1-3 1.2.8.1-4</td>
<td>Case Study</td>
</tr>
<tr>
<td>8</td>
<td>Apply principles of learning and behavior management to individual and group settings.</td>
<td>1.1 1.2 2.1</td>
<td>2.1</td>
<td>1.2.2.1-4 1.2.4.1-3 1.2.6.1-3</td>
<td>Case Study</td>
</tr>
</tbody>
</table>

Relationship of the Conceptual Framework to Standards
Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of
Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

IV. Student Learning Outcomes:

The students will:

A. Explain learning theories and state the importance of research on instructional decision making.

B. Identify learner differences and state the adaptations in methodology necessary to meet the needs of students.

C. Apply principles of learning and behavior management to individual and group settings.

V. Expectations of Teacher Candidates:

A. Each teacher candidate will be expected to actively participate in all class sessions.

B. Each teacher candidate will be required to take periodic assessments over assigned material.

C. Each teacher candidate will demonstrate professional dispositions relevant to this course.

D. Each teacher candidate will take advantage of opportunities that will help develop understanding and skills in the dynamics of interactions with parents, community members, professional colleagues, and other school personnel in a diverse setting.

VI. Course Outline or Content:

A. Introduction to the course: Professionalism and the science and art of teaching

B. The role of individual instruction as a component of group instruction

C. Learning theories

D. Identifying and writing objectives for individual instruction programs, units and courses
E. The modification of teacher behavior and selection of instructional materials to obtain progressive changes in performance

F. Identification and use of reinforcement principles to accelerate appropriate learning

G. Factors influencing transfer and generalization of learning

H. Approaches to classroom management and discipline.

I. Contingency management and classroom organization

J. Individual differences--the relevance of intelligence

K. Evaluation of the outcome of instruction in relation to program objectives

VII. Textbook(s) and/or Other Required Materials


VIII. Basis for Teacher Candidate Evaluation:

A. Participation in class discussions and activities related to the field

B. Examinations

C. Case study

D. Written assignments, reports, and/or presentations

IX. Grading Scale:

A  100% to 90%
B  89% to 80%
C  79% to 70%
D  70% to 60%
F  Below 60%

X. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic
dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.
Competent: -Self-initiative/Independence
                   -Reliability/Dependability
                   -Attendance/Punctuality
Reflective:   -Response to feedback
                      -Desire to improve teaching performance
Caring:       -Tact judgment (with peers and/or instructors)
                   -Interaction with students, peers, teachers and others
                   -Collegiality
-Attitudes towards learners/Fairness
-Attitudes towards cultural, ethnic and socioeconomic diversity
-Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10, 4-25-12
COLLEGE COUNCIL APPROVAL DATE: 05-13-10, 5-8-12